DOCUMENT RESUME

ED 122 968 PS 008 620

AUTHOR McAdoo, Harriette Pipes
TITLE A Reexamination of the Relationship Between Self Concept and Race Attitudes of Young Black Children.
PUB DATE 25 Mar 76
NOTE 33p.; Paper presented at the Demythologizing the Inner-City Child Conference (Atlanta, Georgia, March 25, 1976)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Demography; Longitudinal Studies; *Negro Youth; Occupational Aspiration; Preschool Children; *Preschool Education; *Racial Attitudes; Racial Recognition; *Self Concept

ABSTRACT

Relationships between race attitudes and self-concept were examined in black preschool children in three demographic areas: (1) a Mississippi rural town, (2) a Michigan urban setting, and (3) a mid-Atlantic urban setting. Data were collected on racial attitude, self-concept, and educational aspiration. The children were retested one year later in the mid-Atlantic sample and five years later in the two other areas. Positive self-concepts were found in all groups, and self-concepts became more positive over time. The children were all able to make correct self racial identifications. The racial attitude responses indicated a moderate majority group preference at the first testing but at the end of five years, the children had markedly (.01) modified their race attitudes and were own-group oriented. The northern children had the greatest change in attitude toward their own racial group. There was agreement in the occupational aspirations held by the children, their parents, and their teachers in the southern sample but not in the northern sample. A linear relationship between self-concept and racial attitude was not found, providing support for discarding the self-hatred hypothesis that implies that white-orientation in black children is significantly related to self-hatred. (Author/JMB)

**********
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
**********

ED122968

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

# A Reexamination of the Relationship Between Self Concept and Race Attitudes of Young Black Children

Harriette Pipes McAdoo, Ph.D.

Howard University
School of Social Work

Presented at Conference:

Demythologizing the Inner-City Child

Georgia State University
Atlanta, Georgia
March 25, 1976

PS 008620

## Abstract

The relationships between race attitudes and self concept were examined based on data collected from Black children on racial attitude, self concept, and educational aspirations. The samples were drawn from preschool children in three demographic areas: (1) a Mississippi rural town (MSSI); (2) a Michigan urban setting (MCHI); and (3) a mid-Atlantic urban setting (DCI). The children were retested one year later in the mid-Atlantic sample (DCII) and five years later in the two other areas (MSSII and MCHII). A small sample was also collected of East Indian and African preschoolers living in the Washington, D.C. area to begin a cross cultural comparison of darker skinned children from other cultures.

The self hatred hypothesis was not supported by the data. Positive self concepts were found in all groups. Self concepts became more positive over time. Demographic differences were important in the first testing, where the southern children were significantly higher (.01) than those in the north. The DCI sample had low-average scores. Groups had significant increases in self concept by the last testing. The sex of the child was not a significant factor, but the boys tended to be more positive. Family type (one vs. two parent) was not significant for five of the samples. In DCII the children from two parent homes scored higher.

The children were all able to make correct self racial identifications. The racial attitude responses indicated a moderate majority group preference that was similar across all of the preschool groups. At the end of five years, the children had markedly (.01) modified their race attitudes and were more own-group oriented. The northern children had the greater change in attitude toward their own racial group.

The follow-up sample indicated which group that society in general preferred. The northern group felt that Blacks were significantly preferred over other racial groups, while the southern children showed no preference.

The linear relationship between self concept and racial attitude was not found, providing greater support for discarding the self-hatred hypothesis that implies that white-orientation in Black children is significantly related to self hatred. The curvilinear relationship between the two variables was only partially supported. The plotting of race attitude scores by the self concept rank groups, to observe the association between the two, provided no consistent pattern. It would appear that the child is able to compartmentalize his view of himself from his acceptance of the dominant group preference.

Occupational aspirations, held by the children, their parents, and teachers, were similar in both of the older groups. There was a significant correlation between parent and child in the southern group. The teacher and parents' educational aspirations were also very similar for that group. No such agreement between significant reference groups was found in the north. However, there was a relationship between the education obtained by northern parents and the amount of education desired for their children.

# A Reexamination of the Relationship Between Self Esteem and Race Attitudes of Black Children

Harriette Pipes McAdoo

There are three things I would like to do:

1) Share with you my data on self concept, racial attitudes and aspirations I've collected over the past five years in three different locations;
2) Explore with you the possible relationships that may exist between these variables;
3) Receive your input on the interpretations that are possible from the data.

I began to look at these variables as I viewed my own four children experiencing the pains of growing up Black in our society. I saw them reach awareness of race, make their self race identities and cope with the complicated process of forming racial preferences. The socialization process is difficult for any child, but it is even more so for the Black child. He has a double developmental task: (1) to incorporate the dominant values of our society, while at the same time he must also (2) incorporate the values of the Black community and culture, which are often at conflict with the dominant society. This conflict, which is experienced universally by American Blacks, myst be resolved in some manner in order that the individual may become a functioning adult.

The traditional view of the resolution of this conflict, as reported repeatedly in the literature, has been seen as having resulted in self hatred. The child was seen as developing an acceptance of the societal preference for white, implying a hatred of Blackness. This preference for white was seen as a rejection of that which is Black: be it skin color, hair texture, facial and body features, and even speech patterns.

In my research on the development of the Black child, I have concentrated on four aspects: (1) the development of self esteem and racial attitudes in Black pre-school children; (2) the relationship between these variables; (3) the impact of demographic factors upon these developments; and (4) occupational and educational aspirations on the children. Authors have repeatedly reported that the young Black child had low self-esteem and negative racial attitudes. Self concept and racial attitudes were assumed to have a linear relationship. The self hatred hypothesis has been widely accepted in the lay and professional literature (Clark and Clark, 1939, 1947, 1963; Goodman, 1952; Asher and Allen, 1969, et al.). There has been only limited questioning of this view (Porter, 1966; 1971; Greenwald and Oppenheim, 1968).

More recent findings have indicated a more positive view of the Black child's ethnic identity (J. McAdoo, 1970; Hraba and Grant, 1970; Fox and Barnes, 1971; and Ward and Braun, 1972). These desirable results have been attributed to improved research methodology and the increase in Black consciousness and self pride within the Black community.

Many studies have been made on either self concept or racial attitudes. However, these variables have not been combined in empirical investigations until recently (H. McAdoo, 1970; Ward and Braun, 1972). Care must be taken in reading other studies on these variables. Often authors have collected hard data on only one variable, i.e., race preference, but have extended the discussion into other areas. This happens when inaccurate responses by the children to skin color tests are interpreted by a researcher as being indicative of impaired self concepts. These interpretations may or may not be supported by data.

In contrast to the self hatred theory, a few researchers have begun to take a different theoretical tact. The supposed direct linear relationship between these variables has not been supported by data. Two new views have

been presented: (1) that a curvilinear relation exists between the two variables and/or

(2) a compartmentalization is possible between the two variables race attitude and self concept, or

(3) no relationship exists.

Margaret Spencer in (Personal Communication, 1973, 1974) has hypothesized that there will be a non-linear relationship. She has found that both negative and positive race attitudes are found in preschoolers who have positive self concepts. Bill Cross (1974) of Cornell and I feel that the self-hatred theory, based upon the expected linear relation, is faulty and ultimately damaging to the Black child. It is possible that the Black child is able to compartmentalize his view of himself, from his view of his racial group.

My own data have not supported the linear hypothesis. I have obtained results that partially support both the non-linear (or curvilinear) view and the compartmentalized view.

I would like to briefly review the data that my husband and I have collected in three different geographic areas: (1) an all Black Mississippi rural town (MSSI); (2) a racially mixed Michigan urban setting (MCHI); and (3) a mid-Atlantic urban setting (DCI). The children were retested one year later in the mid-Atlantic sample (DCII) and five years later in the two other areas (MSSII and MCHII). A small sample was also collected of East Indian and African preschoolers, living in the Washington, D.C. area to begin a cross cultural comparison of darker skinned children from other cultures. The impact of sex, family type (1 or 2 parents) and the social economic status of the family were examined in each sample.

The subjects in these studies consisted of Black children, aged 4-1/2 to 5-1/2 years, who were enrolled in full day, year long day care programs, with an educational component. They were 10 to 11 years old and in the fifth grade when retested.

The Mississippi sample was from Mound Bayou, a town founded by former slaves which has been able to remain in Black control. There is a great deal of pride existing within this town. This was considered an ideal place to test the hypothesis that children in stable, all Black communities will be able to develop stronger self concepts.

The Michigan sample lived in an integrated metropolitan area outside of Detroit. All of them were born in the North, although many of the parents had come up from the South to work in the automobile factories.

The original Washington, D.C. I sample contained 68 working and middle class children. Fifty-five children were tested during both years.

The research procedures were as follows: Great care was taken in the data collections. All of the children in the appropriate age group were tested by trained Black adults. Each tested one half of the boys and one half of the girls, to control for the effect of sex of the examiner. Within each sex group, the same proportion of two parent to one parent family group members was maintained, approximately 75% to 25%. These proportions were used to reflect the Census data on Black families nationally. This was done to control for the possible effect of father absence in the home. After the data were collected, *t* tests were run on all of the data collected by the two examiners. No significant difference between the testers was found and the data were then combined. Two orders of presentation were used, to avoid the bias that may be introduced if one test was consistently presented first. In all cases, the racial identification procedure was presented last, to avoid contamination from this task to the responses for the other instruments.

Self concept was measured with the Thomas Self Concept Values test, which asks fourteen bi-polar questions of how the child views himself, and then how he perceives that he is viewed by three important reference persons: his mother, teachers, and "the other kids." These questions are asked in relation to his own Polaroid picture. The questions ask how he rates himself in appearance, size, ability, sociability, happiness, strength, etc.

A second instrument was used to measure self esteem, the Engle self concept procedure. The child is shown an illustration of two stick figures standing at both ends of a step ladder, with five steps. One person is identified as having positive characteristics (happy) and the other as being negative (sad). The child is shown their positions and each round of the ladder. He then is asked to point to his position on the ladder, which is interpreted as the child's evaluative statement of himself. Seven different selections are made (appearance, strength, likability, ability, happiness, bravery and following rules).

The racial attitudes were assessed with the Williams and Roberson Preschool Racial Attitude Measure. In this test, the child is shown a picture of two figures, identical except for skin and hair color. A story is read to the child describing a person in either negative or positive terms. The child is then asked to point to the person who appears in the story.

In another procedure, race preference and race self identity were obtained with a modification of the original Clark's dolls test. Two questions found what race the child believed himself to be, while seven questions related to the preference of the dark or light skinned doll, when asked to evaluatively select a doll. The identity questions were: "Which doll looked like you as a baby?" and "Which one looks like you?"

Racial group awareness was obtained in the last follow up by a procedure in which the children were asked, "What type of person do most people in America think is best?"

The occupational and educational aspirations were obtained by simply asking the child, parent and teacher how far the child will go in school and what job they would like him to have.

## Results

### Self Concept Results

The self concept results supported my main hypothesis that these Black children would have positive self evaluation scores.

The self hatred hypothesis was not supported by the data. Positive self concepts were found in all groups.

On the Thomas Self Concept test, all of the samples had good self concept scores, within one standard deviation of the mean of 50. Self concept scores were viewed to see how they were impacted by (1) demography, (2) sex of the child, and (3) family type.

The demographic location of the sample was an important factor. The children in the southern all Black town had significantly (.01) higher self concept scores than those in the integrated northern center. (MCHI M=63; MSSI M=51.42). The children in the urban all-Black center also had a low-average self concept score (M=44.00).

The self concept scores improved over time, even by the end of one year (see Figure 1). The mean Thomas Self Concept Score for the D.C. group increased significantly over one year from 44.00 to 49.30 ($t$=2.74; 53 $df$; $p \leq .01$) (see Table 1). By the retest, the self concept of the Northern children had significantly increased, so that the initial difference between the north and south disappeared (t=.016, n.s.). The southern self concepts remained positive (M=51.74, while the northern self concepts increased from a M of

46.29 to 51.91 ($t$=-2.97; $p \leq .001$) (see Table 2). When combined, the five year sample is increased significantly (45.94 to 51.76; $t$=2.66; $p \leq .01$). All of the groups had significant increases in self concept by the last testing.

The sex of the child was not a significant factor in self concept, but the boys tended to be more positive. Family type (one vs. two parents) was not significant for five of the samples. Only in DCII did the children from two parent homes score significantly higher, but there was a tendency for the children from intact families to be more positive. A social class breakdown was possible only with the D.C. sample. The middle class children had higher self concepts than did the working class.

Of the four reference groups in the Thomas test (self, mother, teacher, and peers),the children saw themselves more positively than they felt they were perceived by their mothers, teachers or peers. Results indicated that the children felt the teachers had the lowest opinion of them.

The southern children, who all had Black teachers, did have higher teacher reference scores than the northern. They felt themselves more highly perceived than did the Michigan children. Similar patterns were found in the D.C. groups. The children felt that the teachers did not have a positive view of them, but it did improve during the second year (see Figure 2). Of the 14 bi-polar value scores earned by the children, the highest response was given to the ability question, indicating that they felt capable and smart. This was even while they felt that they were not valued by the teachers. Similar positive self concept results were obtained on the Engel Self Concept Scale. This test was only given to the Washington, D.C. and the long follow up samples. The scores from both self concept tests were found to be significantly related for the total and all six subgroups, between the .01 and .001 levels. This would indicate that both tests were similarly measuring the same variables.

To summarize the self concept data: These children consistently reported positive self evaluations, with higher scores being obtained by the children in all Black settings, by boys, by middle class children, and those from two parent homes.

Race Attitude

The children were all able to make correct self racial identifications during the dolls test. All of the groups had almost identical PRAM race attitude mean responses. The PRAM scores range from zero, considered to be Black-oriented responses, to twelve, considered to be white or out-group oriented. A score of six would indicate that the race in the picture was incidental to the evaluative choice as the child matched the story to the picture. The racial attitude responses indicated a moderate majority group preference that was similar across all of the preschool groups. No significant demographic, sex or family type differences were found on the pretests; all had moderate out-group preference scores of 8.5.

While the responses showed a preference for non-Black figures, their responses were more favored than Williams (1968) found with white children of the same age. Other studies had reported extreme out-group oriented results with Blacks.

In the short follow up sample, little overall change occurred. However, the girls showed an improvement in pro-Black responses, while the boys became even more out-group oriented. The one parent family children showed more improvement.

At the end of five years, the children had markedly modified their race attitudes and were more own-group oriented. The northern children had the greater change in attitude toward their own racial group (see Figure 3). The Mississippi sample had moved from a moderate out-group position to the middle score. This would indicate that positive choices were equally made

for both Black and white pictures. The Michigan sample moved even more, from a mean of 8.59 to one of 4.97, a significant change in the preferred direction ($t$=5.21; $p$ .000) (see Figure 3). When the two groups were combined, the change was still sigrificant ($t$=6.033; $p \leq .000$).

When one looks at just the follow up scores, a demographic difference is found. The better Michigan mean (4.13 vs. 5.95 in Mississippi) was significantly lower ($t$=-2.47; $p \leq .02$).

As mentioned earlier, the older children were asked to indicate what group of people most Americans prefer. Demographic differences were again found. In Michigan, Black was preferred over the other racial groups (.01) Sixty percent selected Black as the first choice. In Mississippi, no significant difference existed between mean ranks of different preferences of races.

Relationships Between Self Concept and Racial Attitude

The linear relationship between self concept and racial attitude was not generally found, providing greater support for discarding the self-hatred hypothesis that implies that white-orientation in Black children is significantly related to self hatred. Of the twelve sex and sample and time groups, ten had no such relationship. The boys in the Mississippi and D.C. pretest did have a direct relationship, where those with higher self concepts were more out-group oriented. The linear relationship disappeared for these boys upon retesting.

These data appear to support the major hypothesis that the Black children are able to place a high value on themselves, while at the same time accepting the societal preference for white rather than Black. At that point I still was intrigued with the concept of a curvilinear relationship between self concept and racial attitude. I was unable to find the appropriate computer

program. But to give an approximation, I did rank each student on the self concept score, divided them into seven equal groups, and calculated the mean racial attitude scores for each ranked group for all of the major variables. This would give a rough estimate of a nonlinear relation (see Table 7).

The charts of the racial attitude mean, for each self concept rank group, provided interesting results. It appears that a curvilinear relationship existed in the DCII group and the MSSII group (see Figure 4). However, no consistent patterns were found in the other groups (Figure 5).

My assistant, Willitta Pipes, and I have been playing with the data looking for patterns. For example, we took the self concept change scores and plotted them against the corresponding racial attitude change score (Figure 6) Again, no definite pattern was found.

Similar curves were obtained for both Engel and Thomas self concept tests. The pro-Black racial attitude scores tended to be obtained for both the highest and lowest self concept rank groups. Yet the middle ranked groups did not appear to have a consistent pattern. This hypothesis will need further analysis.

The curvilinear relationship between the two variables was only partially supported. The plotting of race attitude scores by the self concept rank groups, to observe the association between the two, provided no consistent pattern. It would appear that the child is able to compartmentalize his view of himself from his acceptance of the dominant group preference.

Another dimension of self evaluation could be the occupational and educational aspirations held by the child for himself and for the child by significant others (teachers and parents) (see Table 8). The northern data showed no correlation between the educational expectations. However, in the south, the educational expectations of parents and teachers were significantly correlated

($r$=.605; $p$ .02 ). This would indicate a desired match between home and school expectations, even when no consistent aspiration pattern was found.

The correlationship between the obtained education of the parent and how far he expects the child to go was obtained. No relationship existed in the south, but was obtained in the north (r=.605; $p$ .02).

And finally, the occupational aspirations of the child, teacher and parent were intercorrelated, using a point biserial correlation. Very high agreement was found between the Mississippi parents and children (phi coefficiant=.870; $p$ .005). No such relationships were found in Michigan (see Table 8). It would appear that the southern children were in an environment where there was a greater agreement between the home, school and child.

In summary, my data do not support the traditional Black self-hatred view. These Black children has positive self concepts and moderate own-group oriented racial attitudes. The children tended to compartmentalize their view of themselves from their view of their racial group. They were able to maintain positive self concepts regardless of their racial group preferences. Racial attitudes became more Black oriented over time.

Table 1

Means, Standard Deviations, and t-Tests for Total Group on Major Variables, DC I and II

| | DC I | | | DC II | | | | |
|---|---|---|---|---|---|---|---|---|
| Variables | N | M | SD | N | M | SD | df | t |
| Thomas--Self Concept | 55 | 44.36 | 9.54 | 54 | 49.39 | 10.87 | 107 | .012** |
| Engle--Self Concept | 55 | 28.69 | 4.56 | 55 | 27.85 | 6.16 | 108 | .014** |
| PRAM-RA | 55 | 8.45 | 2.08 | 55 | 8.56 | 2.90 | | |
| Dolls Test | 53 | 2.28 | 1.98 | 52 | 2.10 | 2.20 | 103 | .231 |
| PPVI-IQ | 55 | 85.33 | 13.47 | 53 | 91.81 | 20.72 | | |

Table 2

Means and Standard Deviations for Major Variables, Michigan Pre and Post

| Variables | Mich-Pre | | | Mich-Post | | |
|---|---|---|---|---|---|---|
| | N | M | SD | N | M | SD |
| Thomas--Self Concept | 24 | 46.29 | 10.28 | 23 | 51.91 | 8.05 |
| Engle--Self Concept | | | | 24 | 31.29 | 3.71 |
| PRAM-RA | 24 | 8.50 | 3.02 | 24 | 4.12 | 2.42 |
| PPVI-IQ | 23 | 96.13 | 13.52 | 23 | 90.96 | 12.27 |

Table 3

Means and Standard Deviations on Major Variables for Mississippi Pre and Post

| Variables | Miss-Pre N | Miss-Pre M | Miss-Pre SD | Miss-Post N | Miss-Post M | Miss-Post SD |
|---|---|---|---|---|---|---|
| Thomas--Self Concept Revised | 8 | 48.75 | 5.01 | 19 | 51.74 | 10.09 |
| Engle--Self Concept | | | | 21 | 33.95 | 15.42 |
| PRAM-RA | 8 | 8.87 | 1.88 | 21 | 5.95 | 2.54 |
| PPVI-IQ | 8 | 96.25 | 21.46 | 20 | 89.30 | 16.97 |

Means, Standard Deviations, and t-Tests for Thomas SC Scores and Reference Groups--Pre Michigan and Mississippi '69 Data

| Variables | Michigan N | Michigan M | Michigan SD | Mississippi N | Mississippi M | Mississippi SD | df | t |
|---|---|---|---|---|---|---|---|---|
| Thomas--SC | 24 | 46.29 | 10.28 | 8 | 48.25 | 7.05 | 30 | .153 |
| TSC Reference Group | | | | | | | | |
| Self-Preference | 24 | 51.08 | 7.19 | 8 | 48.50 | 5.88 | 30 | .303 |
| Mother-Preference | 24 | 48.96 | 11.09 | 8 | 48.00 | 9.84 | 30 | .395 |
| Teacher-Preference | 24 | 41.62 | 13.25 | 8 | 47.25 | 8.61 | 30 | .121 |
| Peer-Preference | 24 | 44.21 | 12.16 | 8 | 45.62 | 9.98 | 30 | .308 |

Table 5

Means, Standard Deviations, and t-Tests

for Thomas-SC Reference Groups for DC I and II

| | DC I | | | DC II | | | | |
|---|---|---|---|---|---|---|---|---|
| Variables | N | M | SD | N | M | SD | df | t |
| Self-Preference Original | 55 | 49.64 | 6.34 | 54 | 49.46 | 6.78 | 107 | .304 |
| Revised | 55 | 49.07 | 6.98 | 55 | 50.81 | 7.09 | 108 | .456 |
| Mother-Preference Orig. | 55 | 47.89 | 10.21 | 54 | 48.67 | 9.94 | 107 | .424 |
| Revised | 55 | 47.64 | 10.36 | 55 | 51.58 | 10.07 | 108 | .045* |
| Teacher-Preference Orig. | 54 | 40.89 | 10.49 | 54 | 45.26 | 11.44 | 106 | .041* |
| Revised | 54 | 40.63 | 9.78 | 55 | 47.16 | 12.97 | 107 | .004** |
| Peer Preference Original | 55 | 41.96 | 9.78 | 54 | 46.57 | 9.67 | 107 | .014* |
| Revised | 55 | 41.36 | 10.06 | 55 | 48.02 | 10.06 | 108 | .001*** |

Table 6

Racial Awareness

| Group | Mich N | Mich % | Mich Rank | Miss N | Miss % | Miss Rank |
|---|---|---|---|---|---|---|
| **First Choice** | | | | | | |
| Black | 12 | 60 | 1 | 11 | 52 | 1 |
| Jewish | 3 | 15 | 2.5 | 5 | 24 | 2 |
| White Protestant | 3 | 15 | 2.5 | 3 | 14 | 3 |
| White Catholic | 2 | 10 | 4.0 | 2 | 10 | 4 |
| **Second Choice** | | | | | | |
| Black | 6 | 30 | 1 | 8 | 38 | 1 |
| Jewish | 5 | 25 | 2.5 | 6 | 29 | 2.5 |
| White Catholic | 5 | 25 | 2.5 | 6 | 29 | 2.5 |
| White Protestant | 4 | 20 | 4 | 1 | 5 | 4 |
| **Third Choice** | | | | | | |
| White Catholic | 9 | 45 | 1 | 9 | 43 | 1 |
| Jewish | 5 | 25 | 2.5 | 6 | 29 | 2 |
| White Protestant | 5 | 25 | 2.5 | 3 | 14 | 3.5 |
| Black | 1 | 5 | 4 | 3 | 14 | 3.5 |

Table 7

Mean Scores of DCI (72), DC II (73), MCH II (74), MSS II (74) PRAM Race Attitude Scores by Thomas Self-Concept Ranks

| TSC Rank Group | DC I | | DC II | | MCH II | | MSS II | |
|---|---|---|---|---|---|---|---|---|
| | TSC | PRAM | TSC | PRAM | TSC | PRAM | TSC | PRAM |
| 1 | 58.00 | 9.88 | 60.13 | 6.38 | 60.33 | 3.00 | 59.67 | 5.83 |
| 2 | 53.13 | 8.00 | 58.88 | 10.38 | 56.00 | 5.66 | 55.83 | 5.50 |
| 3 | 46.75 | 8.75 | 56.38 | 8.75 | 48.66 | 3.16 | 49.00 | 7.33 |
| 4 | 44.00 | 10.00 | 51.38 | 9.50 | 40.20 | 4.67 | 35.75 | 5.00 |
| 5 | 43.63 | 7.25 | 45.88 | 8.50 | | | | |
| 6 | 36.86 | 8.29 | 40.13 | 8.75 | | | | |
| 7 | 27.38 | 8.38 | 27.83 | 7.50 | | | | |
| N = | 55 | | 55 | | 24 | | 19 | |

Table 8

1. Intercorrelations of Education (in Years) Expectation for Child of Teachers, Parents and Children Themselves:

| Michigan | Parent | Teacher | Child | Veroff |
|---|---|---|---|---|
| Parent | | | | |
| Teacher | .151 | | | |
| Child | .508 | .365 | | |
| Veroff | .001 | -.014 | -.210 | |
| **Mississippi** | | | | |
| Parent | | | | |
| Teacher | .580** | | | |
| Child | .402 | .486 | | |
| Veroff | -.030 | -.117 | -.302 | |

2. Intercorrelations between Education of Parent and How Far He Expects Child to Go.

| | | | |
|---|---|---|---|
| Michigan | N=15 | r=0.605; | p=.02* |
| Mississippi | N=19 | r=0.531; | p=.02 |

Table 9

3. Occupation Aspirations (Parent and of Child) and Veroff

Point Biserial Correlation Coefficient

a. Mississippi

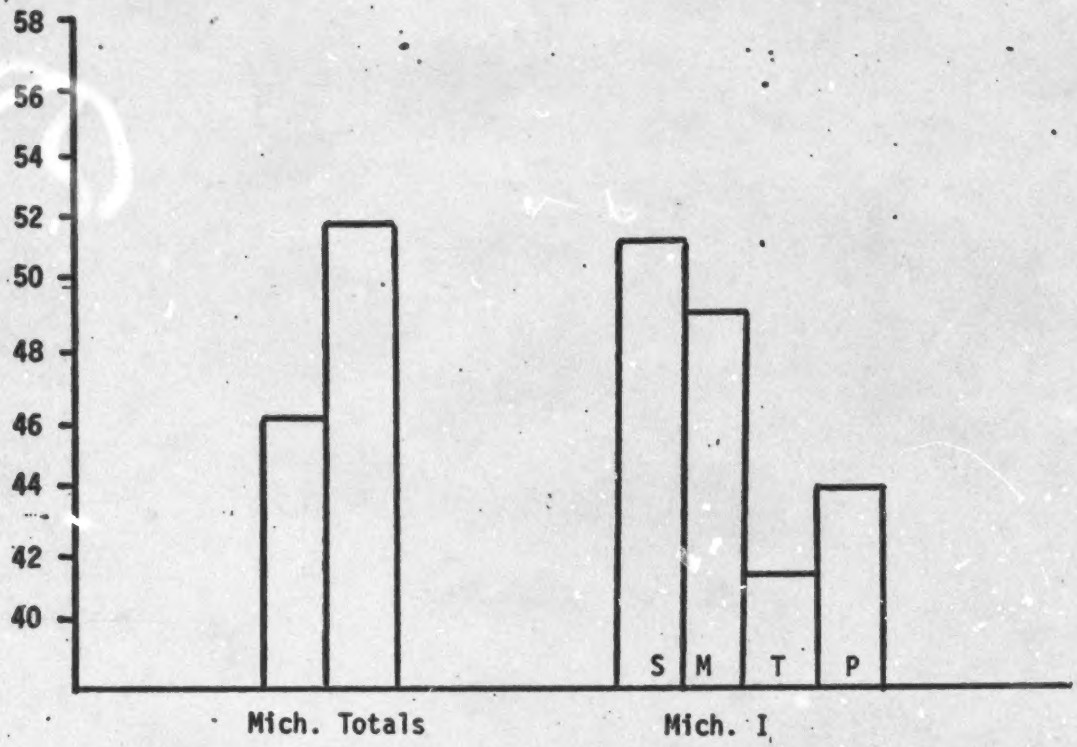
1. Parent and Veroff rpbi=-0.312 N=16
2. Child and Veroff rpbi=-0.355 N=19
3. Parent and Child phi coeff.=.870** N=16

(The significance of phi coefficient is tested with a chi square test of independence, is significant at p=.005 level (one tail).

(N too small Teacher and Child, N=7)

b. Michigan

1. Parent and Veroff rpbi=-0.468 n.s.
2. Child and Veroff rpbi= 0.166 N=18
3. Parent and Child can't run, N too small
4. Teacher and Child "



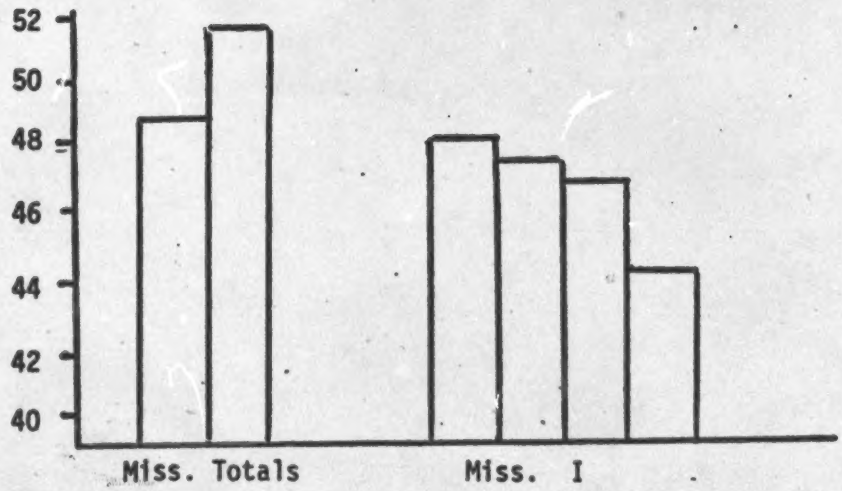
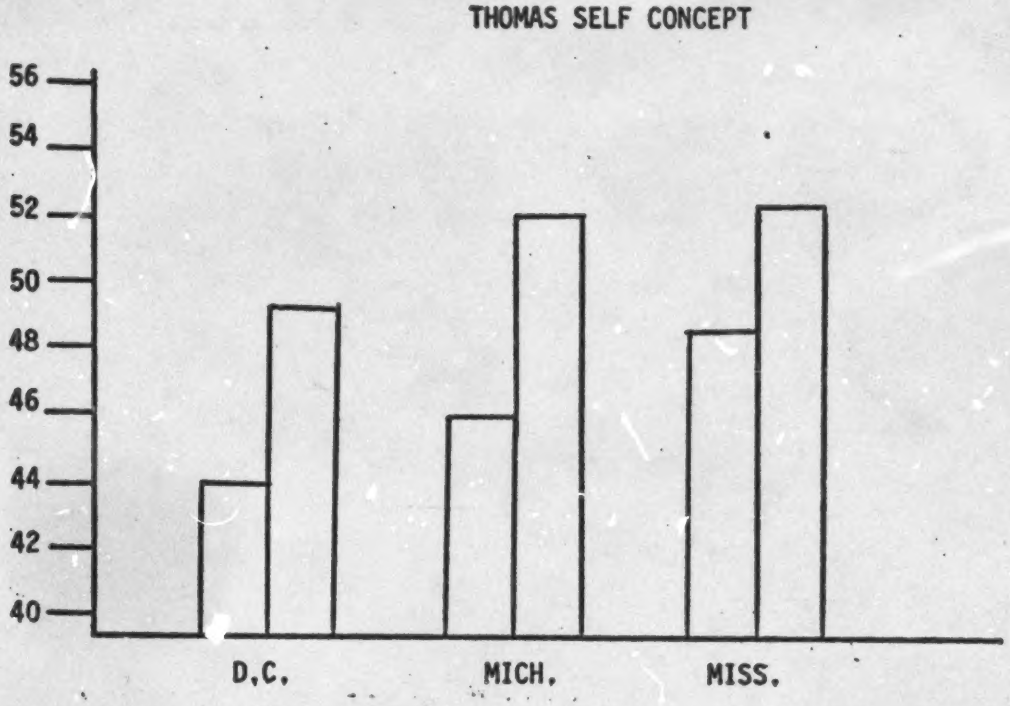




Fig. 1 Histograph of Thomas Self-Concept Scores in 1974, and of Referent Groups of 1969 Data (Self, Mother, Teacher, Peers)



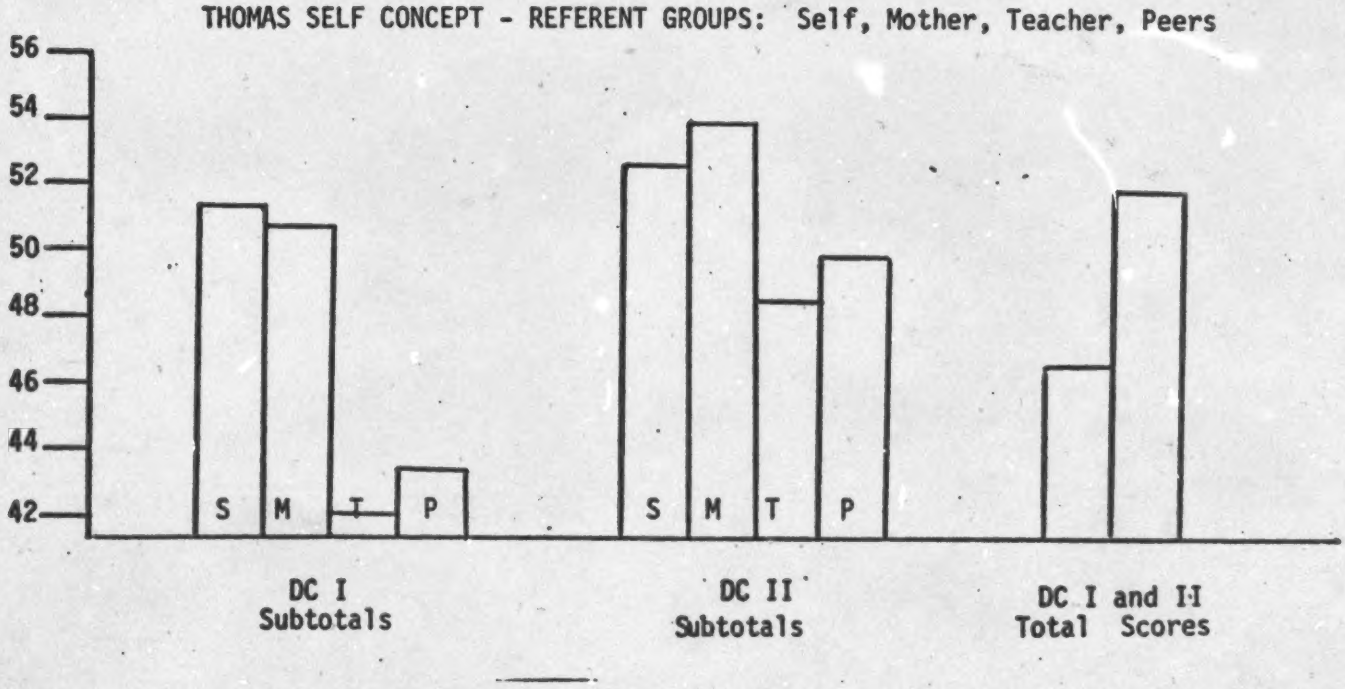




Figure 2 Histograph of Thomas Self Concept Scores for All Three Samples and The Referent Groups of DC

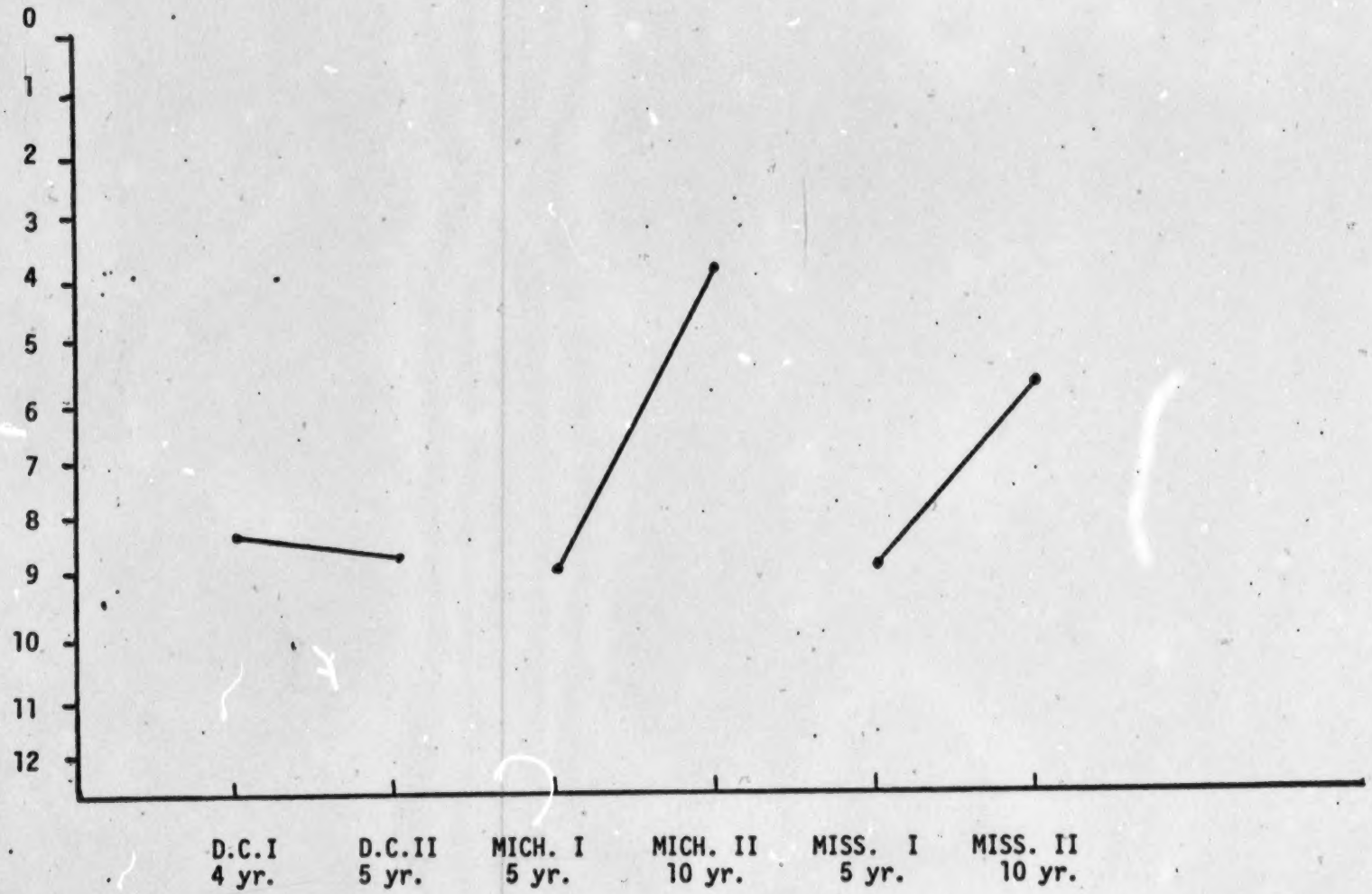



Fig. 3 Graph of Changes in PRAM Race Attitude Scores in DCI - DCII (1 yr.) and MICH. + MISS I - II (5 yrs.)

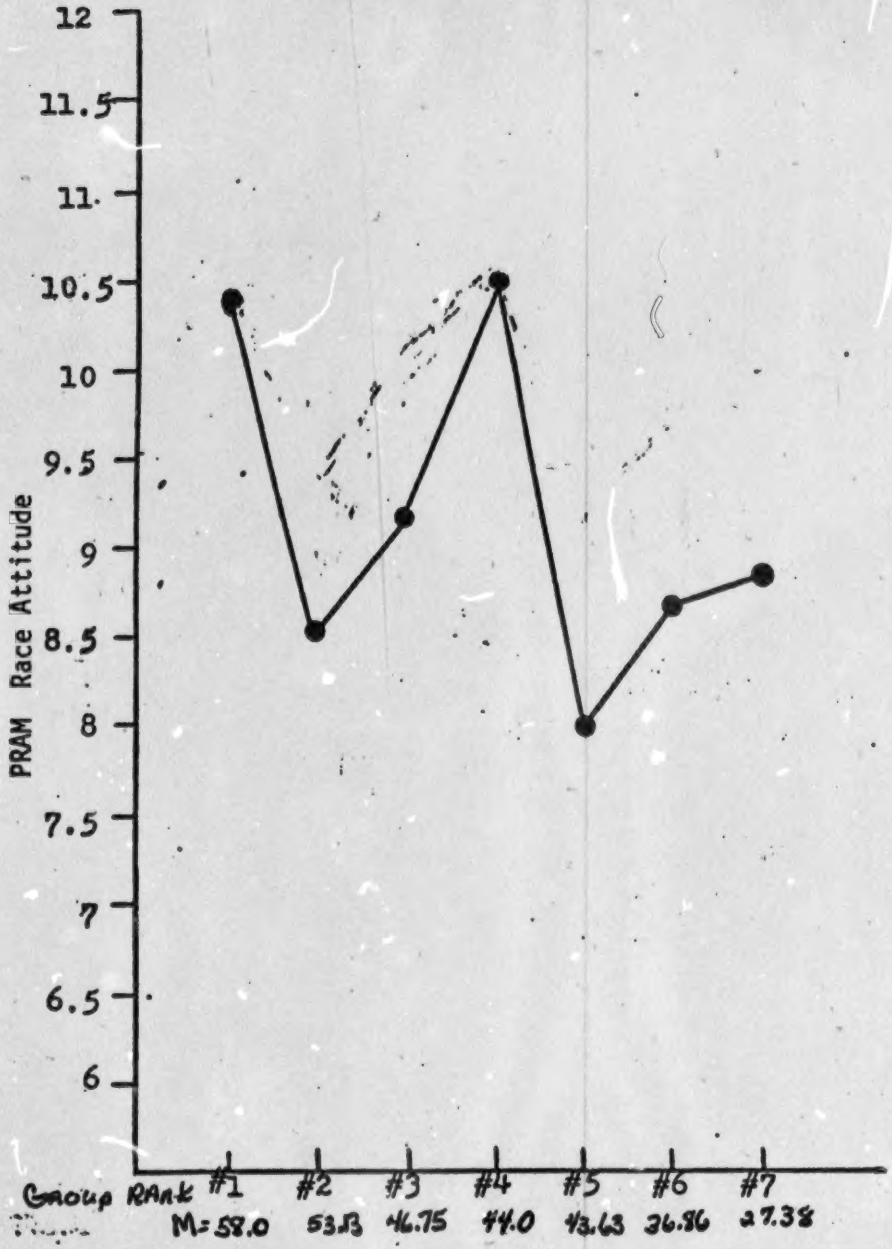
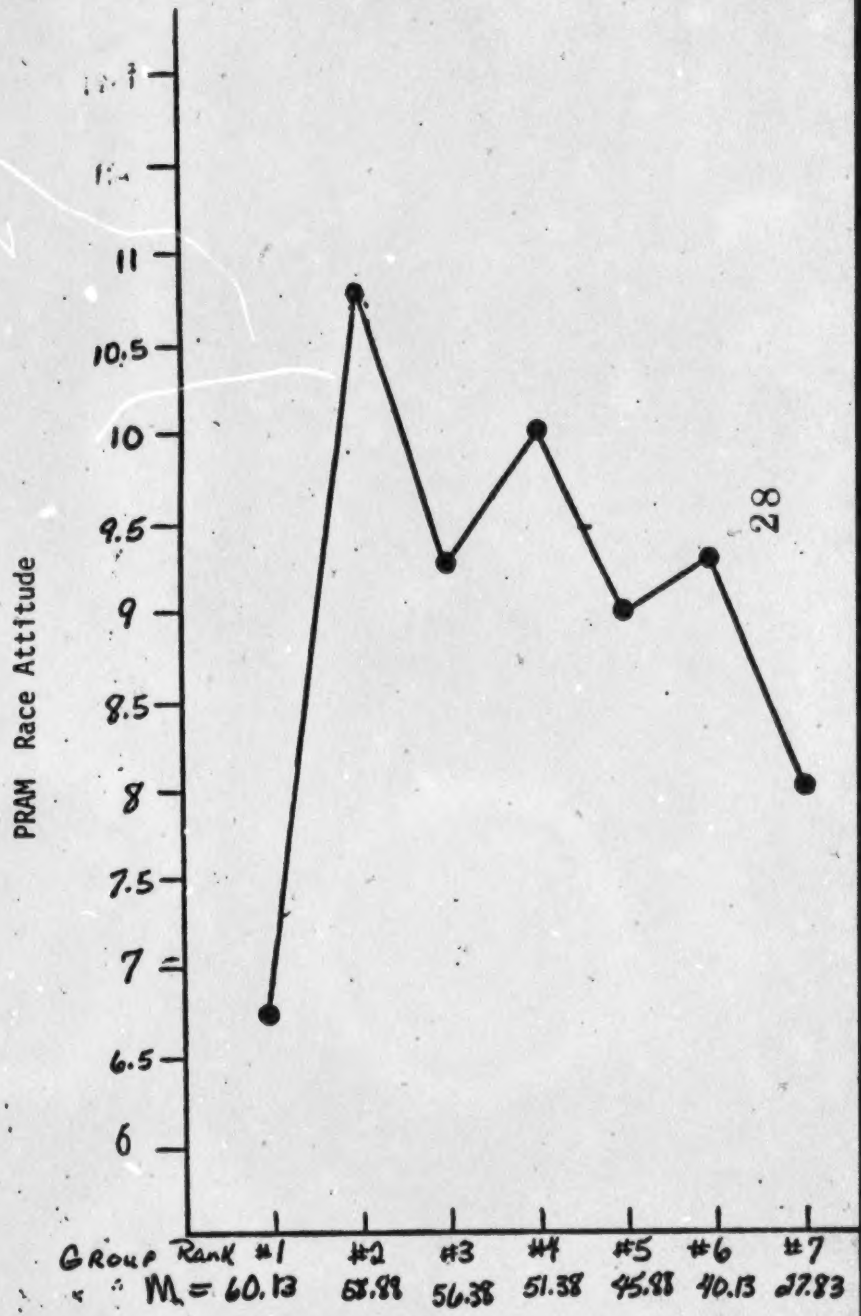



Fig. 4 DC I Thomas Self Concept




DC II Thomas Self Concept

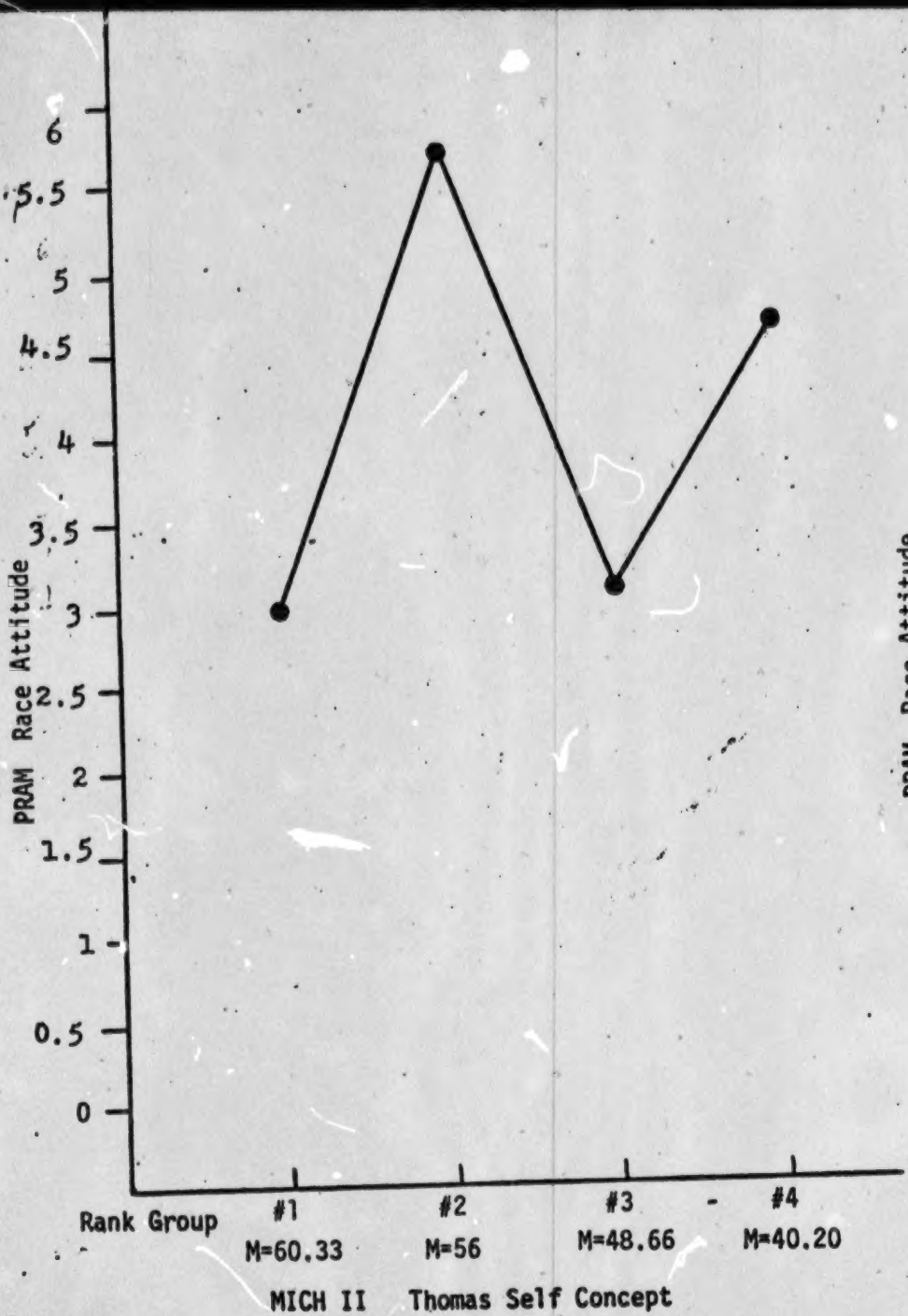
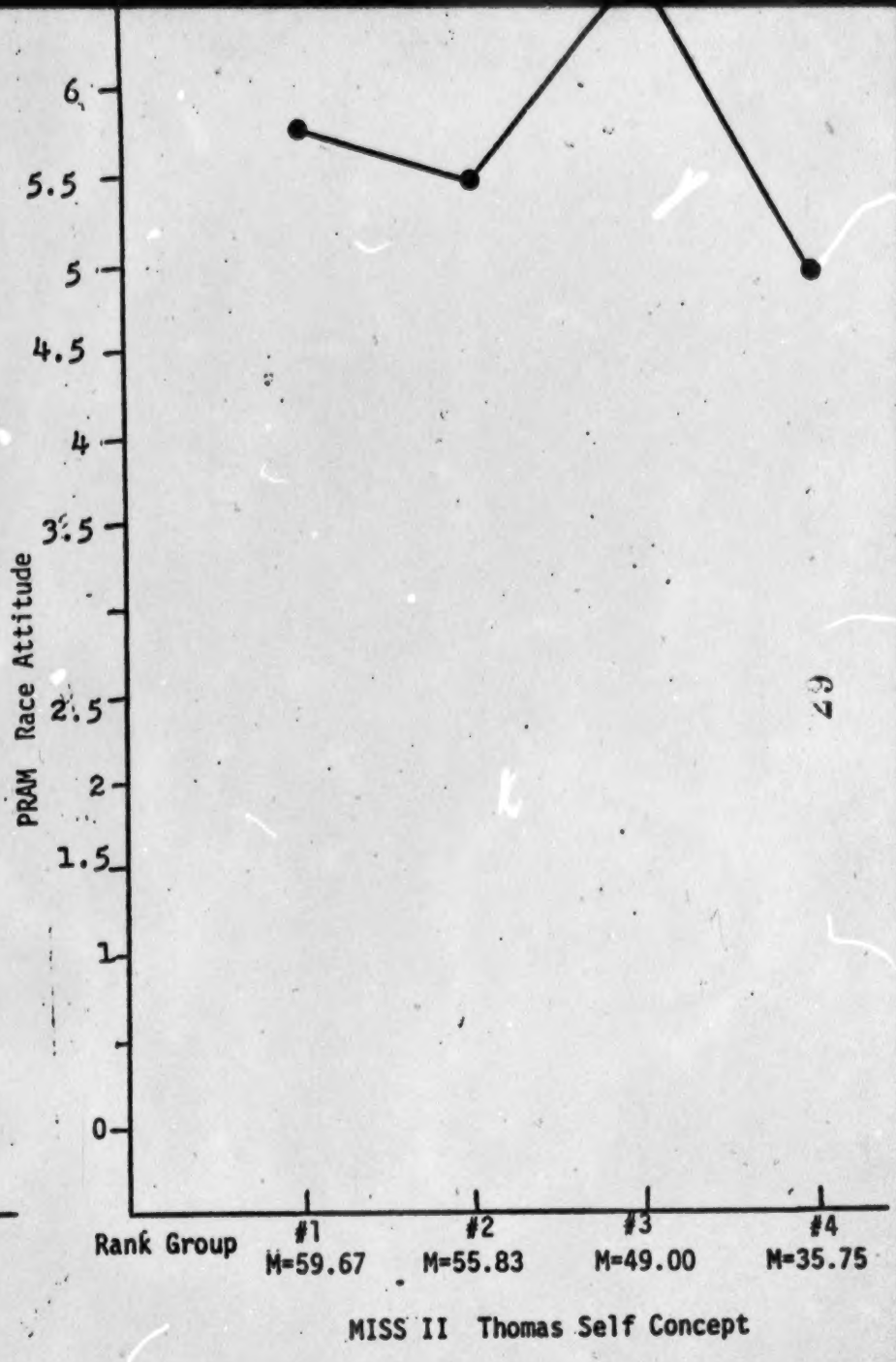

PRAM Race Attitude
6
5.5
5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
Rank Group
#1
M=60.33
#2
M=56
#3
M=48.66
#4
M=40.20
MICH II Thomas Self Concept

Fig. 5


PRAM Race Attitude
6
5.5
5
4.5
4
3.5
2.5
2
1.5
1
0
Rank Group
#1
M=59.67
#2
M=55.83
#3
M=49.00
#4
M=35.75
MISS II Thomas Self Concept

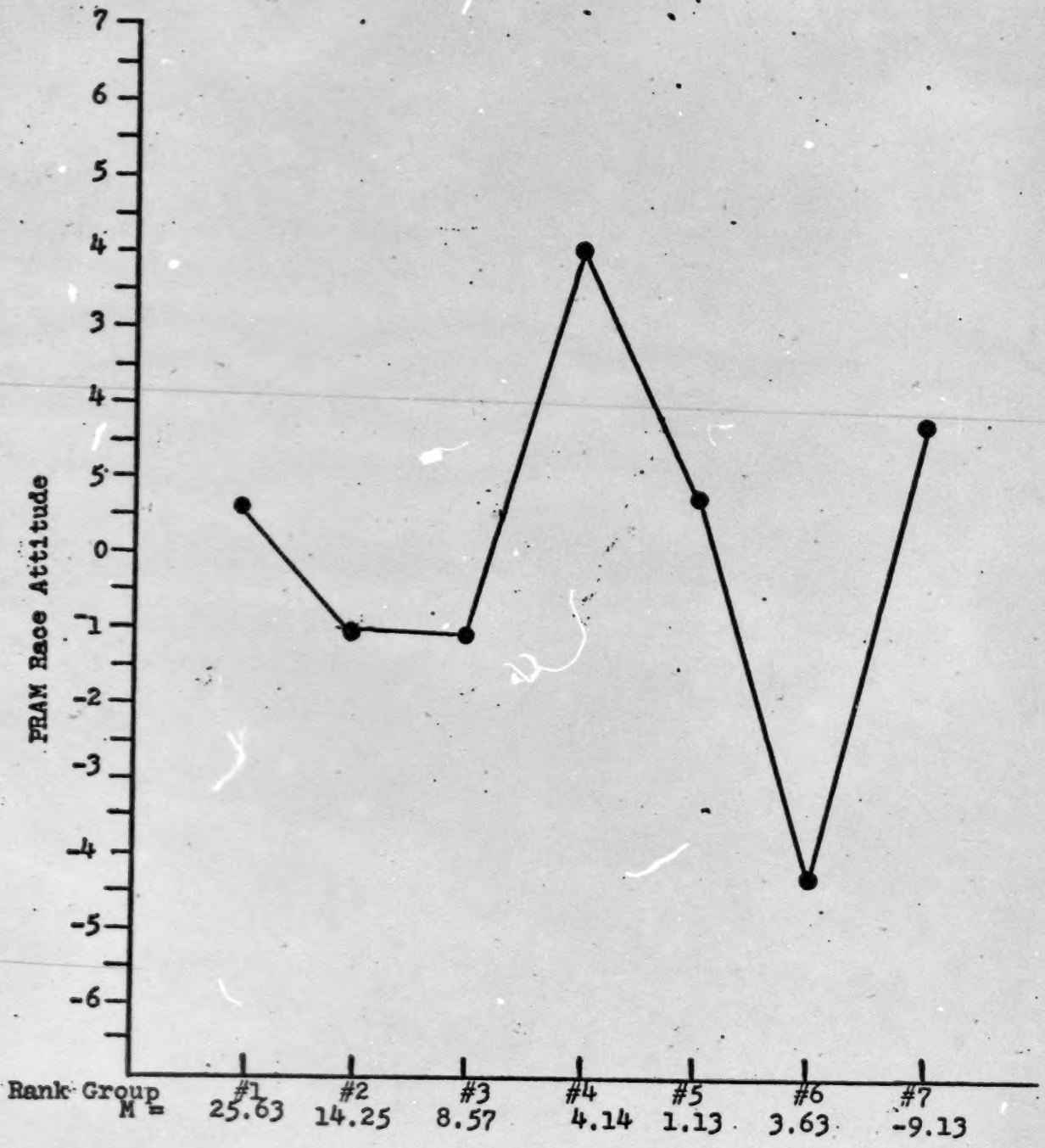



Fig. 6 DC I and DC II Thomas Self Concept Change Scores

## References


Asher, S. and Allen, A. Racial preference and social comparison processes. Journal of Social Issues, 1969, 25 (1), 157-166.

Baratz, S. and Baratz, J. Early childhood intervention: a social science base institutional racism. Harvard Educational Review, 1970, 4 (1), 29.

Billingsley, A. Black families in white America. New York: Prentice-Hall, 1969.

Clark, K. and Clark, M. The development of consciousness of self and the emergence of racial identification in Negro preschool children. Journal of Social Psychology, 1939, 10, 591-599.

Clark, K. Racial identity and preference in young children. Reading in Social Psychology, (Ed.), Macoby, Newcomb and Hartly, New York: Holt and Co.

Clark, K. Prejudice and your child. Boston: Beacon Press, 1963, 44-46.

Coppersmith, S. The antecedents of self esteem. San Francisco: W. H. Freeman, 1967.

Deutsch, M. Minority group and class status as related to social and personality factors in school achievement. Monograph No. 2, Society of Applied Anthropology, 1960.

Diggory, J. Self-evaluation: concepts and studies. New York: Crowell-Collier, 1966.

Engel, M. and Raine, W. A method for the measurement of the self concept of children in 3rd grade. Journal of Genetic Psychology, 1963, 102, 125-137.

Fox, D. and Barnes, U. Racial preference and identification of Blacks, Chinese, and white children. Paper presented at American Educational Research Association meeting, New York, 1971.

Goodman, M. Race attitudes in young children. Cambridge: Addison-Wesley, 1952.

Goodman, M. Race awareness in young children. New York: Crowell-Collier, 1964.

Gordon, T. Self concept and sex identity in Black preadolescent boys. Unpublished manuscript, University of Michigan, 1970.

Greenwald, H. and Oppenheim, D. Reported magnitude of self-misidentification among Negro children - artifact? Journal of Personality and Social Psychology, 1968, 8 (1), 49-52.

Hraba, J. and Grant, J. Black is beautiful: A re-examination of racial preference and identification. Journal of Personality and Social Psychology, 16 (3) 398-402, 1970.

Horowitz, R. Racial aspects of self identity in nursery school children. Journal of Psychology, 1939, 1, 91-99.

Johnson, R. and Medinnus, G. Child psychology: Behavior and development. New York: John Wiley, 1965.

McAdoo, H. An exploratory study of racial aggressiveness in Black preschool children. Unpublished manuscript, University of Michigan, 1969.

McAdoo, H. Racial attitudes and self concepts of Black preschool children. Doctoral dissertation, University of Michigan, 1970.

McAdoo, J. An exploratory study of racial attitude change in Black preschool children, using differential treatment. Doctoral dissertation, University of Michigan, 1970.

McAdoo, J. Modification of race attitudes in Black children. Paper presented at annual meeting, Association of Black Psychologists, Detroit, 1973.

Moreland, J. Racial recognition by nursery school children in Lynchburg, Virginia. Social Forces, 1958, 37, 132-137.

Mound Bayou Diamond Jubilee, Handbook for 75th Mound Bayou Celebration, 1962.

Palmer, R. and Masling, J. Vocabulary for skin color in Negro and white children. Developmental Psychology, 1969, 1 (4), 394-401.

Porter, J. Racial attitude formation in preschool age children. Doctoral dissertation, Harvard University, 1966.

Porter, J. Black child, white child. Boston: Harvard University Press, 1971.

Spencer, M. Personal communication, University of Chicago, Psychology doctorate candidate, August, 1973.

Springer, D. Awareness of racial differences by preschool children in Hawaii. Genetic Psychology Monograph, 1950, 41, 215-270.

Stevenson, H. and Steward, E. A developmental study of race awareness in young children. Child Development, 1958, 29, 399-410.

Thomas, W. The Thomas self-concept values test. Grand Rapids: Project on Student Values, 1967.

Trowbridge, J. The South. Harford, Conn.: L. Stebbins, 1866. In V. Wharton, The Negro in Mississippi 1865-1890. New York: Harper and Row, 1947.

Valentine, C. Deficiency, difference and bi-cultural modes of Afro-American Behavior, Harvard Educational Review, May, 1971, 41, 135-157.

Ward, S. and Braun, J. Self esteem and racial preference in Black children. American Journal of Orthopsychiatry, 42 (4) 64-4, July, 1972.

Wharton, V. The Negro in Mississippi. New York: Harper and Row, 1947.

Williams, J. and Roberson, K. A method for assessing racial attitudes in preschool children. Educational and Psychological Measurement, 1967, 27, 671-689.